

DOCUMENT RESUME

ED 302 460

SO 019 540

TITLE Social Studies 10 and Social Studies 13: Interim Program of Studies. Senior High School Social Studies.

INSTITUTION Alberta Dept. of Education, Edmonton. Curriculum Design Branch.

PUB DATE 88

NOTE 43p.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Citizenship; *Course Content; Course Descriptions; Course Objectives; Curriculum Guides; Foreign Countries; *High Schools; Resource Units; *Social Studies; Units of Study

IDENTIFIERS Alberta; *Canada; *Canadian Studies; Twentieth Century

ABSTRACT

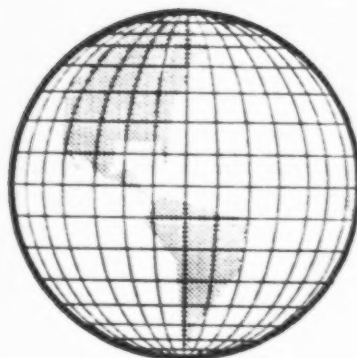
Developed for senior high school social studies classes, this Alberta (Canada) curriculum guide provides: (1) a social studies program rationale and philosophy; (2) social studies education's goals and objectives; (3) a general statement of the content and time allotment of required and elective social studies courses; and (4) evaluation guidelines. The theme of this social studies curriculum, "Canada in the Modern World," is presented through two units of study developed for both the Social Studies 10 and 13 levels: challenges for Canada in the 20th century, and citizenship in Canada. Each of the four units contains: (1) a description; (2) critical and creative thinking goals; (3) a list of issues and questions; (4) course content objectives; (5) a chart of specific learning objectives; (6) a list of skill objectives; and (7) a statement of student attitude objectives. (JHP)

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INTERIM PROGRAM OF STUDIES

SOCIAL STUDIES 10 and SOCIAL STUDIES 13



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SENIOR HIGH SCHOOL SOCIAL STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

Secondary Education in Alberta (June 1985)

Social studies is a school subject that assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Alberta Social Studies Program takes the following factors into account.

The Nature and Needs of the Learner: The expected learnings are consistent with the social and intellectual maturity of the students.

The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a variety of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

B. GOAL AND OBJECTIVES OF SOCIAL STUDIES

RESPONSIBLE CITIZENSHIP is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges of and keep pace with an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill, and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family and the community.

In order to understand why people act the way they do, one has to examine the underlying reasons for their actions, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives.

KNOWLEDGE OBJECTIVES - To be a responsible citizen, one needs to be well informed about the past as well as the present, and to be prepared for the future by drawing on history and the social sciences disciplines. The knowledge objectives take into account the history of our community, the nature of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

SKILL OBJECTIVES - Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components. Skill objectives for social studies are grouped into the following categories:

- | | |
|-----------------------------|--|
| Process Skills | - skills that help one acquire, evaluate and use information and ideas |
| Communication Skills | - skills that help one express and present information and ideas |
| Participation Skills | - skills that help one interact with others |

Inquiry strategies - Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic grade to use problem solving and or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues which need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry". These sections are not intended to be exclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving, decision-making and inquiry process models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, a more flexible approach may be used. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to determine a solution to a question or problem (who, why, what, where, when, how). Decision making is the strategy of using values and a variety of skills to determine a solution to a problem issue that involves a choice (should) and that requires a decision for action. Large issues requiring a policy decision may be addressed through an inquiry strategy similar to the 1981 inquiry process model. (The strategies provided in curriculum documents vary from elementary through secondary levels.)

A MODEL FOR PROBLEM SOLVING

- Define a problem question
- Develop questions or hypotheses to guide research
- Gather, organize and interpret information
- Develop a conclusion solution

A MODEL FOR DECISION MAKING

- Identify an issue
- Identify possible alternatives
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives using collected information
- Plan or take action consistent with the decision if desirable and feasible
- Evaluate the action plan and decision-making process

INQUIRY PROCESS MODEL (1981)

- Identify and focus on the issue
- Establish research questions and procedures
- Gather and organize data
- Analyze and evaluate data
- Synthesize data
- Resolve the issue (postpone taking action)
- Apply the decision
- Evaluate the decision and process

ATTITUDE OBJECTIVES - The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy including an appreciation of the rights, privileges, and responsibilities of citizenship in a democracy
- an attitude of responsibility toward the environment and community (local, regional, national, global).

C. CONTENT AND TIME ALLOTMENT

Senior High

The minimum time allotment per course shall be consistent with Alberta Education policy. It is intended that each topic should receive an equivalent amount of time within the time allotted for the course.

The required component comprises 80% of the program and is represented by topics and statements of objectives that follow. The required component contains the knowledge, skills and attitudes that all students should be expected to acquire.

The elective component should occupy 20% of the program. The elective component provides enrichment and remediation consistent with the content and objectives of the required component and provides opportunities to adapt or enhance instruction to meet the diverse needs and abilities of students.

The study of current affairs adds considerably to the relevance, interest and immediacy of the Alberta Social Studies Program. Current affairs should be handled as inclusions and extensions of curricular objectives, not as a separate topic isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance provided that a balanced approach which encourages the goals of responsible citizenship is employed and the prescribed objectives of the course are met.

D. EVALUATION

Evaluation, within the Alberta Social Studies Curriculum, is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, student achievement, and instructional resources.

Evaluation is important during all phases of planning and instruction. It should begin with diagnosis of student needs, and include consideration of ways that basic resources and support materials can be used to advantage in instruction. Formative evaluation, undertaken throughout the instruction phase, determines how well students are achieving prescribed objectives, and permits the planning of specific learning experiences. Final or summative evaluation should occur at the end of each prescribed topic. Usually, its purpose is to assign a grade and assess the degree of overall success in meeting learning objectives.

In social studies:

- evaluation should be a continuous process
- evaluation should encompass the full range of social studies objectives
- evaluation of selected objective's should be a cooperative process involving students and teachers
- evaluation should include a variety of techniques for obtaining information; e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments
- records should be maintained to provide sufficient information for decision-making purposes
- evaluation should enable judgments to be made about the relationship between personal teaching style, instructional resources and student achievement
- evaluation should comply with local accreditation policies.

Weighting - To evaluate the course or each topic (unit), knowledge and skill objectives should have balanced weighting.

Attitudes - To prepare students for citizenship, schools must help them develop constructive attitudes. Attitude objectives should receive continuous and informal evaluation.

SOCIAL STUDIES 10
Canada in the Modern World

Topic A: Canada in the 20th Century

Topic B: Citizenship in Canada

SOCIAL STUDIES 10

Topic A: Canada in the 20th Century

DESCRIPTION

Students will acquire an understanding of forces and events that have influenced the development of Canada and are shaping the lives of Canadians today. This study will focus on the achievement and maintenance of Canada's sovereignty, the effects of regionalism and the development of a national identity.

CRITICAL AND CREATIVE THINKING

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) assess the action required to maintain Canadian sovereignty in an interdependent world
- b) interpret the long-term effects of regionalism on Canada
- c) assess the importance of Canada developing a strong national identity.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

Students are encouraged to address several issues and questions for inquiry. In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

- a) Should Canada maintain her sovereignty at all costs?
- b) Should Canada continue to be a part of various alliances or do they compromise her sovereignty?
- c) Should Canadians pursue a strong national identity at all costs?

Questions:

- d) What is the Canadian identity?
- e) How are bilingualism and multiculturalism strengthening Canada?
- f) To what extent does the regional nature of Canada affect Canadian sovereignty?

CONTENT OBJECTIVES

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. Sample instructional models are provided in the teacher support materials. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of the students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should not be addressed separately or sequentially; rather, they should be pursued simultaneously.

KNOWLEDGE OBJECTIVES

The generalized objectives, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalized objectives are the key understandings within each topic.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalized objectives.

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Sovereignty Students should understand that:	The following concepts should be developed:	A study of Canada as a nation-state. <u>A brief review of Canada's geographic location in the world:</u> • boundaries • trade and transport links to the world <u>Historical and current involvements:</u> • Canada's role in WWI - aims and contributions - consequences • attaining independence - Treaty of Versailles - League of Nations - Statute of Westminster 1931 - Newfoundland, 1949 - The Canada Act, 1982 - The Constitution Act, 1982 • Canada's role in WWII - contributions • Canada's role in the Cold War • current defence policy <u>International relations:</u> • Department of External Affairs • aims and objectives of Canada's foreign policy
a) the achievement of sovereignty has been a developmental process shaped by internal and external forces	sovereignty nationhood nation-state	
b) sovereignty depends on recognition by other nations	national identity	
c) there are benefits and costs attached to independence	intervention	
d) nationhood requires interaction with other nations	international relations	
e) a nation's foreign policy must be balanced between its interests and the interests of other nations	national self-interest	

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme 1 continued: f) the consequences of foreign policy can result in conflict or cooperation with other nations g) in the international community, action by one nation may affect others	alliances global community middle power	A brief overview of Canada's involvement in the global community with attention to: <u>Canada and the United Nations:</u> • examples of Canadian involvement in selected UN agencies • peacekeeping activities (e.g., Suez crisis) • military actions (e.g., Korea) <u>Canada USA relations:</u> • defence agreements - NORAD • boundary disputes (choose one example - Arctic, Northwest Passage, Fisheries) • trade (choose one example - Auto Pact, free trade, Investment Canada) • environment (choose one example - acid rain, water pollution) <u>Canada and the Pacific Rim:</u> • location • markets - trade • current initiatives • future importance <u>Canada and Europe:</u> • joint defence - NATO • trade and the EEC <u>Canada and other international organizations i.e.:</u> • Commonwealth • La Francophonie <u>Canada and the developing world:</u> • CIDA and selected examples of non-governmental organizations

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Regionalism Students should understand that: a) Canada is composed of geographic regions with diverse political, economic and cultural interests b) there are geographic factors that influence Canada's political, economic and social fabric c) regional differences both strengthen and challenge Canadian unity d) regional differences are accommodated in various ways e) regional differences have an effect on federal policy	regional diversity pluralism regional disparity national unity regional identity separatism alienation federalism equalization	- select an example - aid and trade, technological training, education, investment and loans <u>Canada and global concerns:</u> - select several examples for discussion - GATT - trade - immigration policy - environment <u>The regions of Canada:</u> - an overview of the political, economic and cultural composition of Canada - identify the factors that lead to the power and influence of various regions <u>Select examples of regional interests from the following:</u> - third parties - Quebec separatism - Quiet Revolution - separatist movement - demands for special status - western alienation - National Energy Policy - northern development - Atlantic fisheries - West Coast and Pacific Rim <u>Canada's constitutional structure and federal provincial relations:</u> - The Constitution Act, 1982 - First Ministers' Conferences - equalization policies

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme III: Identity Students should understand that: a) Canadians identify with both region and nation b) the Canadian identity is a matter of perception c) bilingualism and multiculturalism are fundamental to the Canadian identity	Canadian identity nationalism biculturalism bilingualism multiculturalism	<u>The perception of Canadians by others:</u> • reputation on the world scene - living up to commitments: i.e., involvement in UN peacekeeping duties. <u>The perception we have of ourselves:</u> • symbols of nationalism • self-concept - culture - sports • world recognition adds stature to Canada • forces of nationalism (positive and negative) • bilingual policies • multicultural policies

SKILL OBJECTIVES

Skills have been organized into process, communication and participation categories with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic, however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

PROCESS SKILLS

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) acquire information using print, audio-visual and library resources
- b) record and organize information in note form
- c) analyze and evaluate information, including detecting bias and distinguishing fact from opinion
- d) interpret and summarize materials.

COMMUNICATION SKILLS

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) present ideas through visual materials
- b) debate issues effectively
- c) express and defend ideas in written form
- d) report on research results.

PARTICIPATION SKILLS

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) work at individual tasks in a group situation
- b) work together in proposing and discussing alternative solutions to issues
- c) cooperate in decision making.

INQUIRY STRATEGIES

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will:

- a) apply critical and creative thinking skills in problem solving and decision making
- b) develop the ability to propose and discuss alternative solutions to issues
- c) develop the skills necessary for composing an argumentative essay
- d) use appropriate inquiry models to answer questions, solve problems and resolve issues (see page 3).

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry. In this unit, the students should develop:

- a) respect for and an appreciation of the uniqueness of Canada
- b) appreciation of our evolving Canadian heritage
- c) openness to new ideas and opinions about the nature of Canadian society
- d) respect for the right of all Canadian citizens to express alternative points of view
- e) sensitivity to what being Canadian means to different people in different regions of Canada
- f) preference for peaceful resolution of conflict in personal relations and in society as a whole
- g) respect for the many cultural groups in Canada
- h) continuing interest in national, political, social and cultural affairs in Canada
- i) appreciation of Canada's role as a nation in an interdependent world.

SOCIAL STUDIES 10

Topic B: Citizenship in Canada

DESCRIPTION

Responsible citizenship requires an understanding of the structure and function of government as well as willingness to exercise the rights and duties of citizenship in a changing Canadian society. Citizenship in a democratic country like Canada is based upon the assumption that people will be actively involved in decisions affecting the community and in protecting and respecting basic human rights.

CRITICAL AND CREATIVE THINKING

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) examine the process whereby decisions affecting themselves and society are made
- b) design and evaluate alternative methods of providing for the protection of human rights in society
- c) examine how questions which involve the needs of the individual and the needs of the state are resolved.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

Students are encouraged to address several issues and questions for inquiry. In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

- a) Should elected representatives represent the views of their constituents or themselves?
- b) Should an individual be required to participate in political decision making?
- c) Should Canada pursue a leadership role in working for the protection of human rights?

Questions:

- d) How can citizens influence decision making by governments in Canada?
- e) What responsibilities does the individual have in Canadian society?
- f) How are human rights protected in Canada?

CONTENT OBJECTIVES

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. Sample instructional models are provided in the teacher support materials. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of the students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should not be addressed separately or sequentially; rather, they should be pursued simultaneously.

KNOWLEDGE OBJECTIVES

The generalized objectives, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalized objectives are the key understandings within each topic.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalized objectives.

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Politics and Government Students should understand that: a) politics are a feature of everyday life b) the structure and functions of government in Canada are important	The following concepts should be developed: decision making organization democracy federalism constitution representative democracy responsible government division of powers	<u>Examples of consensus, influence, negotiation and compromise at school, community, provincial and national levels (laws, services, etc.)</u> <u>Representative democracy in Canada</u> <u>Election process</u> <u>Parliamentary system</u> • federal • provincial • municipal • B.N.A. Act, 1867 • The Constitution Act, 1982 • party system • elections • constituency • majority and minority rights • role of the civil service • executive function • legislative function • judicial function • role of the - Monarch - Governor General - Prime Minister - Cabinet - Senate - House of Commons - Lieutenant-Governor - Premier - Legislative Assembly - Supreme Court

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme I continued: c) the political processes are influenced by a variety of groups in the community	mass media interest groups	• use of television and other media to create images, communicate demands, disseminate policies and ideas • selected case study of how an interest group (lobby) represents itself: e.g., Unifarm, Canadian Association of Small Businesses, peace movements, etc.
Theme II: Citizen Participation Students should understand that: a) the degree of citizen participation and the exercise of an individual's political power and responsibilities are influenced by a variety of factors	power	<u>Select an example from each factor for discussion:</u> • demographic factors - population distribution and location - urban - rural • socioeconomic factors - income by region - education - occupation - wealth • cultural factors - historical - linguistic - ethnic groups - gender • geographical factors - location - resources
b) the citizen has a role in the political process	participation	• voting • campaigning • joining parties • petitioning • lobbying • demonstrating • letter writing

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: continued c) political differences are resolved through a variety of approaches Theme III: Rights and Responsibilities Students should understand that: a) rights and responsibilities are associated with citizenship b) there are basic human rights which need to be protected	democratic process majority and minority rights negotiation and compromise rights freedoms justice equality responsibilities human rights discrimination prejudice	• legal system • federal provincial conferences • royal commissions • arbitration • elections • plebiscite <u>Rights:</u> • human • civil • legal • minority • economic • cultural • language • political <u>Responsibilities</u> • political - franchise • legal - jury duty • moral - respect for the rights of others • social - participating in community activities; e.g., volunteering • Universal Declaration of Human Rights • organizations dedicated to the protection of human rights; e.g., Amnesty International, Red Cross • examples of situations where human rights were not protected; e.g., Natives, Japanese internment, women, children, Holocaust

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme III: continued c) there are various means which help to protect and preserve rights in Canada	entrenchment of rights safeguarding rights	• Canadian Charter of Rights and Freedoms, 1982 • Aboriginal Rights • Official Languages Act • Individual's Rights Protection Act • human rights commissions • ombudsmen • courts • media

SKILL OBJECTIVES

Skills have been organized into process, communication and participation categories with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic, however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

PROCESS SKILLS

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) identify and use relevant information from print and non-print sources
- b) distinguish between fact and opinion
- c) analyze a variety of alternative positions on a problem or an issue
- d) recognize underlying assumptions on an issue.

COMMUNICATION SKILLS

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) express themselves effectively in an oral presentation
- b) present ideas effectively in class discussion
- c) convey information and express ideas using a visual format
- d) defend a position in a short written assignment.

PARTICIPATION SKILLS

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) interact effectively with others in a variety of group settings
- b) participate in group decision making
- c) choose appropriate strategies for bringing about change in society.

INQUIRY STRATEGIES

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will:

- a) further develop the creative and critical thinking skills necessary for responsible citizenship
- b) develop the ability to consider alternatives, make decisions and substantiate their choices
- c) examine the processes whereby decisions affecting themselves and society are made
- d) propose and evaluate alternative decision-making models
- e) use appropriate inquiry models to answer questions, solve problems and resolve issues (see page 3).

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry. In this unit, the students should:

- a) develop an appreciation of the rights and responsibilities inherent in the democratic way of life
- b) develop a willingness to accept responsibility for the consequences of one's actions
- c) develop an appreciation of and a respect for the rights of others
- d) value peaceful resolution of conflict
- e) respect the rights of others to hold opinions different from one's own
- f) develop an appreciation of the fact that citizenship involves participation in the community and the nation.

SOCIAL STUDIES 13

Canada in the Modern World

**Topic A: Challenges for Canada in the 20th
Century**

Topic B: Citizenship in Canada

SOCIAL STUDIES 13

Topic A: Challenges for Canada in the 20th Century

DESCRIPTION

Canada has evolved into a sovereign nation with a unique identity. In order for students to understand the development of their country as a nation and its role in the world community, students will examine some of the forces that have shaped Canada and the factors that give Canadians their unique identity. The object of this study is to provide students with the knowledge and skills necessary to participate more effectively as citizens of Canada and the world.

CRITICAL AND CREATIVE THINKING

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) assess the strengths and weaknesses of Canada as a nation
- b) assess the effect of regionalism on Canada
- c) understand why Canada has developed as a diverse community
- d) develop and analyze possible solutions to current challenges for Canada as a nation.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

Students are encouraged to address several issues and questions for inquiry. In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. In choosing the issue and question, one must fall under the national focus and one under the international focus. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

- a) Should Canadians further encourage the development of a national identity? (national)
- b) Should Canada provide for her security by maintaining her membership in regional alliances? (international)
- c) How should Canada respond to current challenges issues related to sovereignty? (national)
- d) Should Canadians become more involved with global issues? (international)

Questions:

- e) How have Canadians developed a sense of unity as a nation in spite of diversity? (national)
- f) Do regional differences contribute to or detract from the development of Canada? (national)
- g) What has Canada done to become a sovereign and secure nation while promoting cooperation with other nations? (international)
- h) How has Canada cooperated with other nations and international organizations? (international)

CONTENT OBJECTIVES

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. Sample instructional models are provided in the teacher support materials. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of the students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should not be addressed separately or sequentially; rather, they should be pursued simultaneously.

KNOWLEDGE OBJECTIVES

Content for this unit has been organized under two subtopics: *Canada in the 20th Century* and *Canada in the World*. This parallels the division of issues and questions into national and international. The generalized objectives, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalized objectives are the key understandings within each topic.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalized objectives.

Subtopic: Canada in the 20th Century

This subtopic has three themes: *Diversity, Unity, and Identity*.

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Diversity Students should understand that: a) Canada is a pluralistic community with different political, social, cultural and economic dimensions	The following concepts should be developed: pluralism regionalism disparity alienation	<u>Identify the variety of political, religious, economic, ethnic and cultural groups in Canada.</u> <u>Geography:</u> • examples of: industrial resource distribution • population distribution <u>Socioeconomic indicators:</u> • gross provincial product • per capita income • unemployment rate • training educational levels • consumer price index • standard of living <u>Select at least one historical political party to illustrate regional or group alienation:</u> • Cooperative Commonwealth Federation • Union Nationale • Social Credit • Western Canada Concept • Progressives • Parti Quebecois • other

Subtopic: Canada in the World

This subtopic has three themes: *Sovereignty, Security and Cooperation.*

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Sovereignty Students should understand that: a) Canada has evolved as a nation	independence sovereignty	<u>Evolution of Canada toward a sovereign nation:</u> • control of foreign policy decisions - declaration of war WWI - Statute of Westminster - declaration of war WWII • Constitution Act, 1982 <u>Economic cultural sovereignty</u> Choose one of the following for study: • foreign investment • free trade • fishing limits • law of the sea • acid rain • Great Lakes pollution • Arctic sovereignty • media • other
Theme II: Security Students should understand that: a) Canadian security has been achieved and is maintained through alliances, agreements and independent action	alliances	<u>Historical and current military involvements</u> • Canada in the British Empire • NATO • NORAD • independent action: i.e., entering WWII
Theme III: Cooperation Students should understand that: a) Canada works cooperatively and collectively with other nations and within world community agencies and organizations	internationalism	<u>Select examples of Canada's international involvements i.e.:</u> • United Nations - peace keeping • foreign aid programs • Commonwealth • sports

SKILL OBJECTIVES

Skills have been organized into process, communication and participation categories with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic, however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

PROCESS SKILLS

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) select appropriate sources of information on an issue
- b) organize and use information from a variety of sources including print and non-print
- c) identify bias in various sources
- d) compare a variety of viewpoints on issues
- e) take effective notes and summarize materials.

COMMUNICATION SKILLS

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) express and defend ideas in written form
- b) express ideas in visual form by preparing materials for display
- c) discuss and defend a point of view
- d) report on research results.

PARTICIPATION SKILLS

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) work at individual tasks in a group situation
- b) work together in proposing and discussing alternative solutions to issues
- c) cooperate in decision making.

INQUIRY STRATEGIES

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will:

- a) apply critical and creative thinking skills in problem solving and decision making
- b) examine and consider alternatives before making a decision
- c) assess the consequences of taking a particular course of action
- d) evaluate the effect of a particular decision taken by the Government of Canada
- e) use appropriate inquiry models to answer questions, solve problems and resolve issues (see page 3).

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry. In this unit, the students should develop:

- a) respect for and appreciation of the uniqueness of Canada
- b) appreciation of our evolving Canadian heritage
- c) openness to new ideas and opinions about the nature of Canadian society
- d) respect for the right of all Canadian citizens to express alternative points of view
- e) sensitivity to what being Canadian means to different people in different regions of Canada
- f) preference for peaceful resolution of conflict in personal relations and in society as a whole
- g) respect for the many cultural groups in Canada
- h) continuing interest in national, political, social and cultural affairs in Canada
- i) appreciation of Canada's role as a nation in an interdependent world.

SOCIAL STUDIES 13

Topic B: Citizenship in Canada

DESCRIPTION

Responsible citizenship in a democratic society such as Canada's requires the understanding and the exercising of rights and responsibilities by individuals and groups. In this unit, students will gain an understanding of the rights and responsibilities of citizenship and the knowledge and skills necessary for participation in the Canadian political process and in Canadian society.

CRITICAL AND CREATIVE THINKING

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) assess the strengths and weaknesses of Canada's democratic system
- b) evaluate the adequacy of human rights protection in Canada
- c) assess a variety of points of view on controversial citizenship issues before forming an opinion
- d) develop and examine possible solutions to current citizenship issues.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

Students are encouraged to address several issues and questions for inquiry. In this topic, at least one question and one issue must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

- a) To what extent should individual freedom be limited in order to benefit society?
- b) To what extent should citizens participate in their community?
- c) Should voting in elections be required by law?
- d) Should political representatives vote according to the views of their constituents or according to the position taken by their party?

Questions:

- e) What are the rights and responsibilities of a citizen in a democratic society?
- f) How is the balance between social control and the protection of individual freedom provided for in the Canadian system of government?
- g) How do individuals and groups influence the political decision-making process?
- h) Why is it necessary to have an informed public in a democratic society?

CONTENT OBJECTIVES

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. Sample instructional models are provided in the teacher support materials. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of the students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should not be addressed separately or sequentially; rather, they should be pursued simultaneously.

KNOWLEDGE OBJECTIVES

The generalized objectives, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalized objectives are the key understandings within each topic.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalized objectives.

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Rights and Responsibilities Students should understand that: a) there are rights and responsibilities associated with citizenship b) the rights and responsibilities of individuals and groups in Canadian society have evolved and continue to change	The following concepts should be developed: responsibilities rights discrimination prejudice tolerance	• Canadian Charter of Rights and Freedoms, 1982 • Individual Rights Protection Act • Alberta Human Rights Commission • examples of situations where individual freedoms or rights have been limited • legal system <u>Choose at least one case study drawn from one of the following general areas:</u> • aboriginal rights • children's rights • disabled persons' rights • ethnic minority rights • language rights • women's rights • workers' rights
Theme II: Government and Politics Students should understand that: a) politics are a feature of everyday life	decision making organization	Examples of consensus, influence, negotiation and compromise at school, community, provincial and national levels (laws, government, services, etc.)

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme II continued: b) in order to function, Canada's government has a formal structure based on underlying rules and principles c) there are a variety of means used to resolve disagreements peacefully in democratic society Theme III: Citizen Participation Students should understand that: a) citizens can be involved and participate in society	federal system democracy rule of law party system responsible government conflict cooperation justice participatory citizenship	• constitutional monarchy • representative government • constitution • levels of government - federal - provincial - municipal • branches of government - executive - legislative - judicial • passage of a bill • major political parties - Liberal - Progressive Conservative - New Democratic Party <u>Choose at least one example of a resolution of either an historical or a current disagreement</u> • use of court appeals • plebiscites • political compromise • negotiation • arbitration • other <u>Examples of community involvement such as:</u> • Rural Neighbourhood Watch • Block Parent • Crimestoppers • service groups • volunteers

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
Theme III: (continued) b) there are methods of participating in and influencing the political decision-making process in Canada c) Canadian citizenship is acquired by various methods	power influence citizenship	• campaigning joining forming parties • voting • joining or influencing those who have power and influence • example of media influence on political decision making <u>Examine examples of input by citizens, such as:</u> • letters • petitions • plebiscite referendum • demonstrations • lobbying by special interest groups <u>Methods of gaining citizenship:</u> • naturalization • birth

SKILL OBJECTIVES

Skills have been organized into process, communication and participation categories with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic, however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

PROCESS SKILLS

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) identify and use relevant information from print and non-print sources
- b) distinguish between fact and opinion
- c) analyze a variety of proposed solutions to a problem or an issue
- d) organize material in note form.

COMMUNICATION SKILLS

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) speak effectively in presenting a point of view
- b) discuss issues
- c) convey information and express ideas using a visual format
- d) defend a position in a short written assignment.

PARTICIPATION SKILLS

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) interact with others in a variety of group settings
- b) participate in group decision making
- c) work effectively with others.

INQUIRY STRATEGIES

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will:

- a) further develop the creative and critical thinking skills necessary for responsible citizenship
- b) develop the ability to consider alternatives, make decisions and substantiate their choices
- c) examine the processes whereby decisions affecting themselves and society are made
- d) use appropriate inquiry models to answer questions, solve problems and resolve issues (see page 3).

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry. In this unit, the students should:

- a) develop an appreciation of the responsibilities inherent in the democratic way of life
- b) develop willingness to accept responsibility for the consequences of one's actions
- c) develop an appreciation of and respect for the rights of others
- d) value peaceful resolution of conflict
- e) respect the rights of others to hold opinions different from one's own
- f) develop an appreciation of the fact that citizenship involves participation in the community and the nation.